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SUMMARY EVALUATION REPORT OF PROJECTS ORGANIZED AND CONDUCTED IN THE BUFFALO PUBLIC SCHOOLS UNDER THE ELEMENTARY AND SECONDARY EDUCATION ACT, 1966-1967.

BUFFALO PUBLIC SCHOOLS, N.Y.

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THIS REPORT BRIEFLY DESCRIBES AND EVALUATES THE FOLLOWING PROGRAMS--(1) AN AFTER-SCHOOL PROGRAM FOR GIFTED STUDENTS, (2) A SPECIAL CONCERT PROGRAM, (3) A PROGRAM TO DEVELOP CURRICULUM GUIDES, (4) A PROGRAM FOR STUDENT THEATRICAL PRODUCTIONS, (5) A DEMONSTRATION CENTER FOR TEACHERS OF MENTALLY RETARDED CHILDREN, (6) A PRESCHOOL PROGRAM, (7) A PROGRAM FOR DROPOUTS, (8) A PROGRAM TO IMPROVE THE TEACHING OF HUMAN RELATIONS, (9) A MODEL LIBRARY AND INSTRUCTIONAL MATERIALS CENTER, (10) AN EXPANDED LANGUAGE ARTS PROGRAM FOR SECONDARY SCHOOL STUDENTS, (11) A SUMMER EDUCATIONAL PROGRAM FOR PREGNANT GIRLS, (12) AN EDUCATIONAL TELEVISION SERIES FOR YOUNG CHILDREN, (13) AN INSERVICE TEACHER EDUCATION PROGRAM, (14) A LIBRARY PROGRAM, (15) A SUMMER PROGRAM FOR THE PHYSICALLY HANDICAPPED, (16) A PROGRAM USING FILMS AND FILMSTRIPS, (17) A TEACHER AIDE PROGRAM, AND (18) A MULTIFACETED REMEDIAL EDUCATION AND ENRICHMENT PROGRAM. (LB)

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BUFFALO PUBLIC SCHOOLS
BUFFALO, NEW YORK

Division of Curriculum Evaluation and Development

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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BUFFALO PUBLIC SCHOOLS
EVALUATION SUMMARY REPORT
ELEMENTARY AND SECONDARY EDUCATION ACT
1966-67

Nearly 35,000 public and private school children living in the most severe poverty areas of Buffalo received direct and indirect help from the nineteen separate programs organized and conducted by the Buffalo Public Schools between September 1, 1966 and August 31, 1967, under the provisions of the Elementary and Secondary Education Act.

This massive attack upon the causes and characteristics of educational disadvantagement as found in low socio-economic areas resulted in significant gains in reading and arithmetic skill on the part of many children. The primary purpose of programs like Plus, SPAN, Expanded Language Arts, East Evening High School and Project Opportunity was to help children improve in vital areas of learning skills.

Other children were given educational, cultural and recreational experiences previously unavailable to them through projects like Aspire, Curtain Call, Horizon, Plus and SPAN. All evidence indicates that these experiences contributed to their educational growth.

Many pre-school children were given an opportunity to grow in social and personal competence through Project Early Push, and thus to be better prepared for regular school entry.

Several programs, such as Teacher Aides, In-service Education and Curriculum Guides, the Demonstration Center for Teachers of the Mentally Retarded and the Human Relations Education Project, were designed to help teachers be better able to teach children of the inner city effectively.

In addition, thousands of library books and library facilities as well as instructional materials and equipment were made available to the schools for the children's use.

During the year 1966-67 a detailed evaluation of each project was made. This was done both to meet the requirements of the ESEA Act and to provide evidence as to the educational validity of each program. A special evaluation report was prepared for each project. These reports have been sent to the New York State Education Department in Albany. However, copies soon will be available through the Board of Education.

This Summary Report is an effort to bring together the more pertinent aspects of the individual project reports. It is purposefully brief and seeks to bring out the highlights of the year's accomplishments.

Wherever possible, objective measurements have been made to determine the effectiveness of the programs. In many instances, no objective measuring device exists or can be applied. In these cases evaluation is based upon subjective, but none-the-less valuable, means of assessment. The judgments and opinions of parents, pupils, teachers, administrators and non-school associated observers have been used. As experience with ESEA continues, the accumulative effect of these programs will be more easily discernible.

The nineteen programs conducted during 1966-67 were:

Aspire
Concerts and Recitals
Curriculum Guides
Curtain Call
Demonstration Center for Teachers of the Mentally Retarded
Early Push
East Evening High School
Education for Human Relations
Elementary School Library Demonstration Center
Expanded Language Arts for Secondary Schools
Help (Summer Extension of School Year Program)
Horizon
In-Service Education for Teachers
Library Books and Library Materials
Physically Handicapped Children (Summer - #84)
Plus
Project Opportunity
SPAN (Summer Extension of Plus)
Teacher Aides

ASPIRE

Project Aspire was an after-school program whose main purpose was to encourage academically gifted students from the Target Area who may not yet have realized their potential to aspire towards higher education.

The program included a remedial program, an enrichment program and counseling and guidance services. Tutoring services were provided in the remedial program and trips to institutions of higher learning, cultural events and appropriate industrial plants comprised the enrichment program.

The total number of students participating in Aspire was 581, including 290 boys and 291 girls. The grade levels ranged from 7 through 12. The students were selected on the basis of average or above average scores on Standardized Intelligence Tests and teacher judgments of ability to pursue higher education.

Aspire proved to be successful in meeting its objectives as evidenced by evaluations of teachers, parents and pupils who indicated that the children were strongly motivated toward higher educational achievement. Faculty members and students who were involved in the program from the State Teachers College in the area also observed a positive outlook in the educational aspirations of the Aspire pupils.

CONCERTS AND RECITALS

The Buffalo Philharmonic Orchestra and Young Audiences, Inc. presented special concerts for children in inner city schools. The Philharmonic Orchestra gave concerts at Kleinhans Music Hall for children in grades 4-12. Young Audiences, Inc. presented recitals in the schools for children in grades 1-6. These recitals included string, woodwind and brass quartets, a baroque trio and a percussion ensemble.

A teachers' guide was provided to help teachers prepare the students for the best possible listening experience. Teachers were asked in a questionnaire whether this guide was valuable to them and the children. An affirmative reply was given by 128 teachers, a negative reply by 12. Teachers rated the guide most useful in helping to develop vocabulary.

To determine the educational value of the Philharmonic Concerts to the children, a special test was developed by the program administrator. This test was given to a sample of 1158 children, grades 4-6, in November 1966 and in March 1967. Results of these tests indicated improvement in the listening ability of the children and in their knowledge of the musical content of the programs.

The director of music concluded from these test results "That elementary children in the Target Area do respond to and learn from exposure to serious music in a concert program in terms of recall of the content of the programs presented."

In relation to the Young Audiences, Inc. programs presented in the schools, a survey of school principals "Found it very valuable for the children to be exposed to a kind of music (and a kind of musician) not ordinarily encountered in their lives. The greatest value was that children could identify with this type of music, thereby enriching their lives."

CURRICULUM GUIDES

The Curriculum Guides Committees have reviewed many areas of the curriculum and have made recommendations for possible revisions. A complete review of the Elementary Mathematics, Social Studies and Science Curriculums has been completed.

Additional committees were given the responsibility of sifting through the mass of literature designed to meet the educational needs of disadvantaged children. The committees then selected appropriate methods and materials and prepared instructional guides for teachers.

A Bibliography of Cultural and Historical Contributions of American Minorities and The Concert Guides for 1966 and 1967 have been published as a result of the work of the Curriculum Guides Committees. Guides that are now in the process of being edited and printed include:

1. A Guide for the Study of Negro History, Grades 1-8
2. A General Music Curriculum for Junior High School
3. A Human Growth and Development (Sex Education) Guide for Grades 4-6
4. Health Education Curriculum for Grades 7-12
5. Home Economics Curriculum for Grades 7-9
6. An Earth Science Curriculum for Grade 7
7. An Elementary Mathematics Guide for Grades K-8
8. A Basic Foreign Language Program for French and Spanish
9. A Curriculum Guide for Trainable Retarded Children and Occupational Education for Mentally Retarded Junior High School Pupils

These guides will be made available to teachers during the current school year.

CURTAIN CALL

Ninety-seven percent of the teachers and 100 percent of the principals whose students were involved felt that Project Curtain Call was of educational value to the students and wanted to see the project continued next year.

Three plays, The Indian Captive, Alice in Wonderland and Aladdin, were presented in the Target Area schools as well as in the Studio Arena Theater to which students were bussed. The total number of students actually participating in the program was 12,222.

The program met its objectives by providing a cultural and educational experience for the disadvantaged child, who otherwise might not have been able to participate in the observation of "live" drama.

DEMONSTRATION CENTER FOR TEACHERS OF THE MENTALLY RETARDED

The Demonstration Center was established at School 28 to help teachers of mentally retarded children bridge the gap between the theory of college preparation and the reality of everyday urban school teaching. This was accomplished by providing demonstration lessons by master teachers in all areas of the curriculum. New materials and equipment were introduced and demonstrated at the Center and opportunities were provided for curriculum development.

Twenty-five hundred pupils and 140 teachers from the Buffalo School System, in addition to eight student teachers from local colleges and 138 visitors and school personnel representing 29 school districts, have benefited from the services of the Demonstration Center.

Additional benefits which have accrued through the establishment of the Demonstration Center have been the collection of curriculum materials for a Resource Library, an effective involvement in student-teacher training and the development of a Basic Concepts Course of Study in Social Studies for the Mentally Retarded.

EARLY PUSH

Attendance in Project Early Push classes resulted in a mental age growth for both boys and girls of one year during the six month period of pre and post testing. The gain is more significant when one considers the concept of cumulative deficit which applies to disadvantaged children through the elementary and secondary grades.

The goal of providing pre-school experience to meet the particular needs of pre-school children was met through the establishment of 13 pre-school programs in the Target Area. Four hundred and ninety-six children were registered in the program. Classes were small with two adults, the teacher and the teacher aide, available to provide individual attention.

Parent participation was outstanding. Eighty-five percent of the children in the program were represented by at least one parent who was actively involved. The total number of parental visits was 1,229.

Another positive outgrowth of the program is that more than half of the teacher aides employed in the program have returned to school. They attributed their renewed interest in education to their experience in Project Early Push. Several of them are preparing to be teachers.

All evidence indicates that the Early Push Program has promoted sound physical, intellectual, social and emotional growth in the children.

EAST EVENING HIGH SCHOOL

East Evening High School Program for dropouts, between the ages of 16 and 21, graduated 263 students from September 1966 to August 1967. These are young people who perhaps would not have graduated without the availability of this new but rapidly growing high school.

Because of intensive counseling, small classes, and restriction of enrollees to those within the sixteen to twenty-one year old age range, this high school has grown to a registration of 763. The program offers the full range of high school subjects for three hours a night, five nights a week.

EDUCATION FOR HUMAN RELATIONS

The Human Relations Education Project was organized as a cooperative effort on the part of eighteen School Districts in Erie and Niagara Counties to improve the teaching of human relations concepts in the schools. The Buffalo Public Schools serve as the administrator of the Program.

During the summer of 1967, thirty-two teachers attended an intensive 23 day workshop at School #54. The teachers: a) exposed and examined their own feelings and attitudes about human relations, b) became familiar with the goals and procedures of the project, c) identified areas of human relations that have significance for the curriculum and the schools and d) agreed on a philosophy and broad learning concepts for each grade level and subject area.

Throughout the 1967-68 school year these teachers will meet on Saturday mornings to develop curriculum guides and resource units dealing with instruction in human relations. The following year these materials will be used in the schools of Buffalo, Erie County and Niagara County.

ELEMENTARY SCHOOL LIBRARY DEMONSTRATION CENTER

A Model Library with an adjacent Instructional Materials Center was organized in elementary School 33 with funds provided by a Special Purpose Grant under Title II. When complete, the model library will serve as a standard for administrators, teachers, and librarians in public and non-public schools to exemplify how the library can support and supplement quality education for children.

As a result of the program, School 33 now has approximately ten books per child as well as additional benefits of audio-visual materials. The center now has a filmstrip library and a professional teacher's library.

A full-time certified librarian, hired under Title I funds, works with the teachers and administrators to encourage the use of available materials to supplement the subject area curriculum and to stimulate the benefits derived from recreational reading.

EXPANDED LANGUAGE ARTS FOR SECONDARY SCHOOLS

The Expanded Language Arts Program showed significant gains in language achievement and dramatically reduced class size of English classes in the Target Area high schools and junior high schools. At the seventh grade level the median achievement test score gain was 1.2 years in a seven month period, and at the twelfth grade level, the children gained 1.9 years in the same period. Average class size for Expanded Language Arts classes was ten to twelve pupils.

Because of the addition of ESEA teachers, the class size in the English classes not directly involved in the Expanded Language Arts Program averaged twenty to twenty-two pupils.

The efficiency of all language arts teachers in each school has been increased because of the materials and equipment supplied them by the project.

HELP (Summer Extension of School Year Program)

Project Help was a summer extension of an on-going program which provided pregnant girls an opportunity to continue their education. The objectives of Help were to provide instruction in academic and vocational subjects as well as to continue a pre-natal program of health and care.

Thirty-one students participated in the summer program, the grade level ranging from 9 through 12. Twenty-one of these girls had been enrolled in the regular school program.

HORIZON

Ninety-three percent of the teachers whose students were involved felt that Project Horizon provided the students with educational experiences that were of value in the classroom. Moreover, the program attracted wide interest in the community as evidenced by the many viewers of the 7:00 p.m. video-taped repeat and by the comments of individuals who reported regular viewing of the evening show.

Project Horizon is a series of 90 half-hour television programs shown on WNED-TV for Target Area children ranging in age from 5 to 9. The programs include story telling, puppets, live animals, musical segments, filmed field trips, art, simple crafts, objects from foreign countries, ballet, health and safety, manners, citizenship and home economics.

Program content was chosen by a committee of Buffalo teachers, supervisors and principals. The number of students participating in viewing the Horizon Series was more than the 13,781 enrolled in the Target Area.

Several communities and the Division of Educational Communications of the State Education Department have requested that the series be made available to them. Nationwide attention was attracted by virtue of the fact that the program received an award from the Ohio State University Institute for Education by Radio and Television.

IN-SERVICE EDUCATION FOR TEACHERS

During 1966-67 thirty-six In-service education classes for teachers were organized under Title I ESEA. These classes were taught on Saturday mornings and during the summer of 1967. Over 800 Target Area teachers participated in the classes designed to acquaint them with the characteristics and needs of the community and students in the Target Areas and to help the teachers develop more effective teaching methods.

An evaluation of teacher reactions to the In-service Education program indicated that teachers felt these courses were valuable to them and help them improve their teaching procedures.

A further evaluation study of attitude changes in teachers of Target Area pupils who participated in the In-service program showed a significant degree of positive attitudinal change.

A series of observations by principals, supervisors, and outside consultants gave evidence that the In-service program was influencing both attitudes and teaching procedures of teachers.

LIBRARY BOOKS AND LIBRARY MATERIALS

The Library Books and Library Materials Program had as its main objective that of strengthening and improving the existing library services, materials and equipment in the Target and Non-Target Areas of the Buffalo Schools. The quantity of the book collection in the elementary and secondary schools was increased, and many needed library supplies were added in the 1966-67 school year.

Eighty-five public schools and approximately the same number of private schools, enrolling more than 96,000 pupils, benefited from the library program. More than 50,000 books were purchased and distributed to the schools involved in the program. As a result of this program, periodicals, filmstrips, records, slides and transparencies, maps, globes, charts and graphs are being used in the classrooms.

Seven librarians were assigned to the elementary schools using Title I funds.

PHYSICALLY HANDICAPPED CHILDREN (Summer - #84)

The Physically Handicapped Program at School #84 provided facilities for a remedial and enrichment program for handicapped pupils during the summer and a pre-school program for young children. Pupils were given an opportunity for social and educational growth who otherwise would have had to wait until they were seven years of age.

The number of students participating in the program was 113. Their age range was from 5 to 16 years. The children were grouped according to physical handicaps and age into eight groups for the morning session. The pupils were selected on the basis of residence in the Target Area and one or more physical handicaps which prevented attendance in a regular school program.

Besides the opportunity for diagnosis and special treatments for the child, this program offered a half-day remedial program in speech and reading. Early school-home relationships provided for understanding and mutual cooperation of parents and staff. Moreover, a series of field trips and other enrichment features, carried on to introduce the children to the cultural features of the city and surrounding area, proved to be most successful.

PLUS

The Plus Program, a massive, multi-faceted remedial and enrichment program, recorded significant gains in reading and arithmetic as a result of intensive in-school and after-school remedial teaching.

Daily remedial help was given to 4,490 children from ages seven to thirteen years, a year or more retarded in reading. They achieved an average gain of 8.8 months in total reading ability in an eight month period.

In the remedial mathematics program 1,901 elementary children experiencing severe difficulties in mathematics achieved an average gain of 7.262 months during the same period.

The after-school remedial reading program enrolled 1,391 children, and in a 5.2 month span, these children recorded an average gain of five months. The remedial after-school mathematics program involving 1,764 children achieved an average gain of six months for the same time period. The children selected were those retarded significantly in reading or arithmetic who were not given extra help in the day school remedial program.

Their achievement test score gains are most significant because they indicate that thousands of children, previously growing at less than normal rates in reading and arithmetic, have attained for the duration of this program the normal or above growth rate. One hundred and forty-three full time teachers during the day school and 256 after-school teachers have worked with children in small groups.

A pupil personnel team of elementary school guidance counselors, attendance teachers, visiting teachers and psychologists served a total of 26,386 children in fifty-four schools. The elementary school guidance counselors, an innovation in the Buffalo Public Schools, interviewed 2,235 pupils in forty-two elementary schools; 1,041 referrals were made to other services and agencies. School psychologists studied and tested 299 children referred by teachers and

administrators. Visiting teachers made a total of 482 home visitations and referred 151 cases to other agencies. Attendance teachers made a total of 4,857 home calls and interviewed 2,465 children in school. The introduction of these counselors, psychologists, visiting teachers, and attendance teachers has made a significant impact on the schools and has reached thousands of children in need of help who were previously unaided because of lack of personnel.

Elementary school children in the Target Area benefited from a varied and extensive program of cultural enrichment through the Plus program. Each child was taken on four field trips to places of educational interest in Western New York ranging from farm trips to tours of Fort Niagara and Niagara Falls. The trips were selected by the teachers to best serve the needs of their pupils. Trips were selected to strengthen the instruction program and to follow the curriculum areas at each grade level. One thousand four hundred and eight detailed evaluation questionnaires sent to teachers indicated that 96.4 percent of the trips were considered to be of sound educational value.

In the after-school programs 4,365 children enrolled in enrichment programs of art, music, physical education, industrial arts, and homemaking in combination with the remedial programs. Art, music and physical education were provided for children in the primary grades in forty-five of the public and parochial elementary Target Area schools. These services were not previously provided to children in primary grades.

Enrichment activities such as field trips and art, music, and physical education classes provide valuable experiences for disadvantaged children which stimulate their learning and expand their learning potential.

PROJECT OPPORTUNITY

Teachers have discovered that visual media can enhance the education of children. One hundred and sixty-eight teachers surveyed in Project Opportunity schools indicated that the children's ability to verbalize improved and their interest in school increased.

Project Opportunity saturated seven schools with films and filmstrips and related necessary equipment. Each classroom (in grades 1-8) has its own film and filmstrip projector. Each building has an organized film library with a helping teacher assigned on a full or part time basis depending upon the size of the building and pupil enrollment.

The teachers in the program have immediate access to over 360 curriculum-oriented films, 750 filmstrips in each school. In the film library, which has been remodeled for this project's use, teachers may preview the available instructional materials and children may work on individual projects and also do research in the area assigned.

Through the use of films and filmstrips, the children have been given vicarious experiences that they normally would not have received. Repeated reports of teachers, administrators and parents seem to indicate that the visual medium is helping children overcome limited environmental backgrounds. These instructional films and filmstrips give the children a common background of experience which teachers can use as a basis for their teaching.

SPAN (Summer Extension of Plus)

Children attending school in Project SPAN, the summer 1967 ESEA program, achieved significant gains in reading and arithmetic. In remedial arithmetic 2,702 children registered a median gain of 2.34 months in a five week period. The 2,512 remedial reading pupils gained three months in the same five week period. These children and others participated in enrichment programs in art, music, physical education and an extensive field trip program transporting thousands of Target Area children to 64 places of educational interest in Western New York. A huge physical education program served 7,352 children in 38 schools and 4,207 children in swimming in 11 schools. In addition, remedial classes were conducted in major subject areas in junior and senior high schools in the Target Area, and many children were enabled to resume normal class progress.

Ninety trainable retarded children at School 24 participated in a remedial and camping program during the summer. A Leaders program for children who were discipline problems and potential dropouts was conducted in a junior high school in the Target Area.

Thirty-eight teachers were given intensive remedial reading and remedial mathematics training during the summer to improve their skills.

The SPAN program continued the Plus program's varied approach to the problems of educationally disadvantaged children and provided an educationally fruitful summer for thousands of Target Area children.

TEACHER AIDES

Evaluation of the teacher aide program was carried out by means of a series of surveys given to administrators, teachers, teacher aides, pupils and parents involved in the program. Ninety-six percent of school administrators reported that the teaching-learning process was improved by relieving teachers of routine non-instructional duties. Teachers were able to give more attention to pupils as a result of the services rendered by the teacher aides. Teachers spent more time in preparation, enrichment and presentation of instructional materials as well as in counseling individual students. One of the important services of the aides was the library processing, cataloging, shelving and the circulating of library books. Ninety-three percent of the schools used aides in this way, and 70 percent reported that a central library had been established with this help.

The 202 teacher aides were assigned to 72 schools having a total enrollment of 34,649 pupils from the Target Area, and ranging from kindergarten through grade twelve. Aides were assigned to schools on the basis of enrollment and needs.

Ninety-six percent of the teachers or supervisory personnel indicated on a five point scale that the teacher aide staff was "good", "excellent" or "outstanding"; the remaining four percent being rated as "acceptable", with no aide being rated "unsatisfactory". Furthermore, 95 percent of the teacher aides requested to be returned to the program the following year.